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Peer Coach Training Resources

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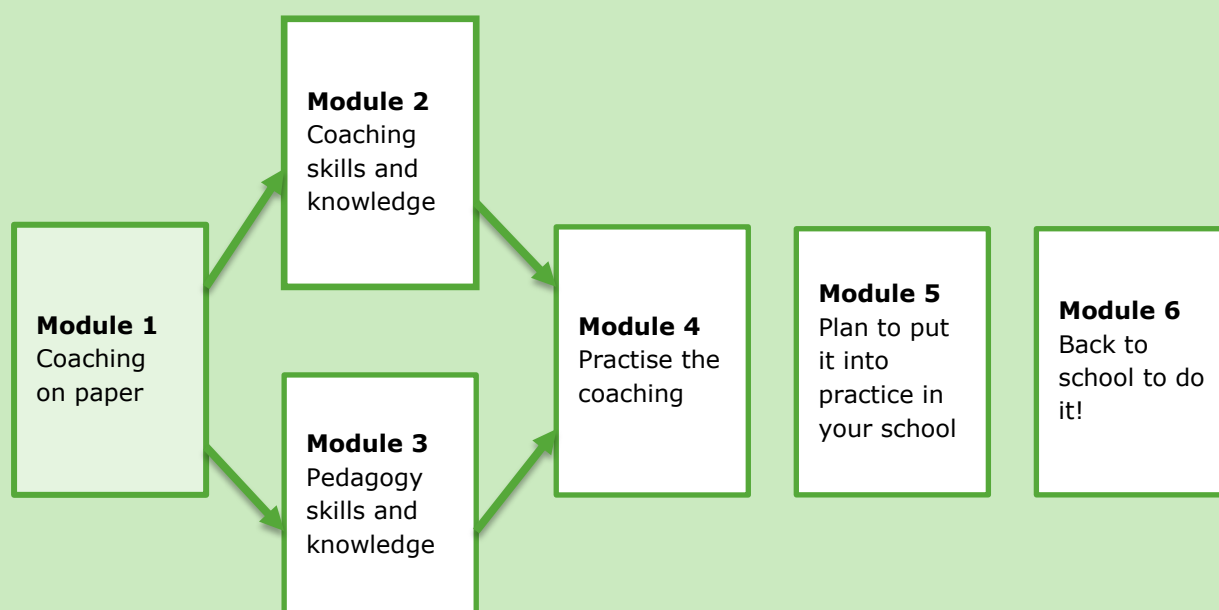
Coaching on Paper

Peer Coaching Theory

This booklet has been prepared by DERNSW. It is to be used by peer coaches implementing laptop pedagogy in NSW classrooms.

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Module 1 - Coaching on Paper – Peer Coaching Theory

In module 1 we will look at what peer coaching is and how it would look in action at school. To achieve this we will look at some research and explore the peer coaching cycle. We will also look at the roles coaches play and the attributes of successful coaches in developing a plan to implement quality 21st Century pedagogy.

This will give us the background we need to develop our specific coaching skills and knowledge in module 2.

Peer Coaching Overview

"It is time for our education workforce to engage in learning the way other professionals do—continually, collaboratively, and on the job—to address common problems and crucial challenges where they work." Former North Carolina Governor James Hunt (Darling-Hammond, 2009, p. 2)

Business, government, and education leaders believe that technology is a powerful learning tool, and that technology literacy is one key skill students must have for success in college and their careers. They also agree that educators play a critical role in helping students to use technology in learning and to develop technology literacy. While these may be commonly held expectations, there is a distressing gap between these assumptions and what happens in classrooms. In the United States all educators have some access to computers and the Internet, yet only about half feel adequately prepared to integrate technology into instruction. Only a third of US educators ask students to use technology in problem solving and research even a few times a week (NEA, 2008, p. 17-18). Overall, most US educators neither use technology in ways that enrich and enhance instruction, nor do they help students develop technology literacy. Why?

Teachers cite time pressure, insufficient technology access, inadequate technical support, and the lack of meaningful professional development as common barriers that keep them from integrating technology into student learning. Former Governor Hunt's insistent demand that educators adopt a new model of professional learning suggests the importance of focusing on the one issue in this list that can drive innovation: professional development. His scorching observations on the current professional development system should be reason enough for us to change. "Teachers lack time and opportunities to view each other's classrooms, learn from mentors, and work collaboratively," Hunt notes. "The support and training they receive is episodic, myopic, and often meaningless" (Darling-Hammond, 2009, p. 2).

The current professional development model may be broken, but research and experience is giving us a clearer picture of what makes professional learning effective. Peer coaching is clearly at the centre of that picture. A recent study of professional learning argues that effective professional learning is **intensive, ongoing, focused on the classroom and occurs during the teachers' workday** (Darling-Hammond, 2009, *emphasis added*). Context is critical. Learning in context means **learning in the classrooms where teachers practice their craft and focusing on classroom activities** that will help these educators **meet their students' needs** (Elmore, 2004, *emphasis added*). Michael Fullan's work on educational change makes it crystal clear that we need to "**connect peers with purpose**," if we want to see systemic improvement in student learning (Fullan, 2008, *emphasis added*). Linda Darling-Hammond, the lead author of a powerful study on the state of professional learning, agrees with this conclusion. "Collaborative approaches to professional learning can promote school change that extends beyond individual classrooms," she notes. "When all teachers in a school learn together, all students in the school benefit" (Darling-Hammond et al, 2009, p. 5). Governor Hunt's summary of this

research and points the way towards improved professional development, and thus teaching: professional learning is most effective when educators routinely collaborate with trusted colleagues to solve problems they face in their classrooms.

Why Peer Coaching?

The world's top-performing school systems already understand that context and collaboration are critical keys to effective professional learning, and they are putting these ideas into practice. A study of these highly effective schools found that they all enabled teachers to learn from one another by providing time and support for educators to co-plan learning activities, observe each other teach, and reflect on what they saw. They also recognized that effective collaboration requires a catalyst. "All top school systems... recognize that if you want good teachers, you need to have good teacher to train them. This requires focused one on one coaching in the classroom" (Barber & Mourshed, 2007, p. 28).

What is required to put these principles of effective professional development into practice? Collaborating with a peer to focus on classroom needs sounds like a pretty daunting task to educators who are not part of a school culture that emphasizes collaboration. It is even more foreign to educators who have no real experience collaborating on issues that are at the heart of improving teaching and learning. In America, and many other countries around the world, most teachers work in isolation and do not have meaningful experiences with collaboration. Putting these principles of professional development into practice in this environment means educators need:

- A catalyst to encourage collaboration to improve student learning
- Structures--scaffolding--that make collaboration effective, and;
- A successful experience collaborating with a colleague that encourages continued collaboration.

As the study of the world's best schools systems notes, Peer Coaches can play a critical role in meeting these needs. They play the role of catalyst and they have the skills to provide the structure for successful collaboration.

Overview of Peer Coaching

Peer Coaching, sponsored by Microsoft, assists teacher leaders to develop the coaching skills essential to help their colleagues learn the necessary technology skills and instructional strategies needed to integrate technology into active, engaging learning activities. Coaches help colleagues in their schools by providing timely training or resources, co-planning learning activities, modeling effective teaching, observing colleagues and reflecting on what they observed. Coaches encourage ongoing educator collaboration

focused on improving student learning and help schools to develop the capacity to meet their professional learning needs.

Peer-Ed team members created Peer Coaching in 2001 using a US Department of Education Technology Innovation Challenge Grant. Microsoft adopted the program as part of its worldwide Partners in Learning program in 2004, and has provided critical assistance in implementing Peer Coaching since that date.

Peer-Ed has trained approximately 1,000 facilitators in more than forty countries and 250 facilitators in ten US states. Peer Coaching is a train the trainer model and after localizing content, each of these facilitators assists Peer Coaches to develop the skills they need to collaborate with colleagues in their schools. Peer Coaching training focuses on three pillars:

- Utilizing the **communication and collaboration skills** needed to build trust and effective collaboration. Peer Coaching activities that develop communication and collaboration skills draw on the work of other successful programs like Cognitive Coaching, Atlas Communities, and the National School Reform Faculty.
- Strengthening coaches' **lesson design skills** to help colleagues to improve learning activities so they reflect 21st Century learning. For many teachers around the world, successful integration of technology means learning to use active, engaging instructional strategies. Peer Coaching's focus on lesson design relies on the work of Bransford, et al, How People Learn, and the instructional strategies used in constructivism or Project-Based Learning.
- And understanding **best practices in technology integration** so coaches can assist teachers use technology to enrich and enhance student learning. The partnership with Microsoft brings participants in Peer Coaching a variety of incredible examples of technology integration from the thousands of participants in Microsoft's Innovative Educator Forums which are held annually in more than 70 countries around the world.

Peer Coaching Facilitators have help shape classroom activities for hundreds of thousands of coaches and teachers.

Coaches' Roles and Relationships

Well prepared coaches undergo significant, ongoing professional learning to develop range of coaching skills essential for successful coaching, and they continue to collaborate with other coaches to reflect on their coaching practice and further develop their skills as peer coaches. As a result of this training and experience, coaches have a different knowledge base than many teachers, and their knowledge helps them facilitate and structure collaboration aimed at improving student learning. Coaches learn and use communications skills that play a critical role in building trust and promoting collaboration. They can teach their colleagues how to use these skills when collaborating with other educators. Coaches

might also encourage educators to teach these skills to their students so they can use these same communications skills in discussing learning in the classroom. Coaches learn to create and utilize group norms and can assist other educators to adopt norms which improve collaboration among teachers. And coaches learn how to use protocols that provide a safe, structured environment for discussing classroom learning activities.

In schools, collaboration may seem like a vague, almost foreign concept to many teachers. Yet a peer coach serves as a concrete, focused catalyst who structures collaboration in ways that meet the specific classroom needs of individual teachers. One of the first stages in coaching is a discussion between coaches and their colleagues to understand their needs and the focus of collaboration. These needs may centre on content, instructional strategies, assessment, or how to enhance learning by integrating technology into active, engaging learning activities. Once they understand these needs, coaches help colleagues in their schools by providing timely training or resources, co-planning learning activities, modeling effective teaching, or observing colleagues and reflecting on what they have observed. In each and every case it is the teacher's needs that drive and shape the collaboration between teacher and coach. The coach's response to those felt needs is what makes coaching so precise, valuable, and likely to lead to improved teaching and learning.

The roles Peer Coaches play matter. But coaches' success stems directly from how they play these roles. Before they begin to learn about coaching, many Peer Coaches assume that they need to be the "expert" -- the person who has the answer colleagues need. Coaches may be experts at times, but they are also collaborators and facilitators. They are often co-learners, learning as much from their colleagues as they teach them. Coaches don't need to have "the answer" to be effective. To be successful, coaches cannot be perceived by colleagues as judgmental, "know it all" experts. Rather, teachers have to see the coach as someone who is there to support them and help them improve in ways the teachers are ready to accept. One key strategy coaches use to build this sense of support is their reliance on questions rather than answers. Australian Peer coaches insist that "powerful questions" encourage teachers to think more deeply about the issues they face in practicing their craft, and this reflective strategy is the key to improving learning activities and student learning.

Linda King, a peer coach from Yakima, Washington gives us insight into the critical importance of the perceived relationship between a coach and a peer in determining the impact of coaching. With the trust of their peers, she concluded, "Successful coaches encourage teachers to share what they do know--and to share what they do not know." Having a coach--a trusted, skilled colleague who is down the hall when needed--provides teachers with the kind of safety net that encourages them to take risks to improve learning.

Technology's Role

Technology is a key tool that coaches use to develop collaborative skills. Peer Coaches use the Partners in Learning Network Web site to learn how to become effective coaches, and to collaborate and share their successes and challenges with other coaches. Recently, for example, three teams of coaches from Milwaukee chronicled what they had learned in their first year as coaches on the Partners in Learning Network. Because they used this network, they were sharing their ideas with coaches around the world, and 1.5 million educators in 59 countries. Using the Partners in Learning Network also gives coaches access to a wider variety of resources, and a global community of educators, both of which are greater than our coaching community alone could provide. Facilitators and coaches also use a variety of other technology like wikis and blogs, SMS and Live Messenger to develop coaching skills, foster collaboration, and to build and sustain coaching communities.

Peer Coaching Program impact

Peer Coaching is designed to assist partners to develop the capacity to implement Peer Coaching. In effect, the Peer-Ed team transfers ownership for coaching to the schools and school districts that implement coaching. Most of these partners have chosen to use evaluation tools that emphasize qualitative assessment and we have a wealth of anecdotal evidence about the success of the program. Washington State does use a combination of quantitative and qualitative tools in its evaluation of Peer Coaching, and its program evaluation provides quantitative evidence that teachers who collaborate with coaches are much more likely to routinely integrate technology into standards based learning activities than colleagues who do not collaborate with coaches.

<http://www.k12.wa.us/EdTech/Grants/Competitive/PeerCoaching/ResearchEvaluationPub.aspx>.

Our partners' ownership of Peer Coaching, and their willingness to build the capacity necessary to implement coaching, is one of the clearest indications of the impact of Peer Coaching. Partners in Arizona, Broward County Florida, Wisconsin, and more distant partners like those in Argentina, Sweden and Vietnam have taken ownership of coaching, aligned it with local goals, and have expanded and sustained the program over the last several years. The commitment of these partners, and many others, to continue to provide training and resources for coaches and to expand the program to meet local needs, is solid evidence that they feel Peer Coaching is meeting the needs of their students and teachers.

Coaching has met local needs because it rests on three core ideas that all emphasize the importance of collaboration among educators in the environment where teachers work, their classrooms:

1. We are all learners and we will be for life.
2. All educators are likely to need support if we want to help every child succeed.

3. Educators all have different skill sets that complement those of other teachers, and together these complementary sets of skills will help all educators succeed.

In providing support for colleagues and bringing new skills to their schools, Peer Coaches can play a critical role facilitating collaboration aimed at improving student learning.

The precisely focused collaboration Peer Coaches offer produces results. As Tran Duc Think, a high school teacher in Ho Chi Minh City, who collaborated with a coach, observed, "Using the Peer Coaching model, my colleagues were ready to take me step by step through a project and answer all my questions. Gradually, I became able to organize... a project so that every student is involved in learning and sees how to explore that knowledge by themselves."

Mary Knight, Flagstaff's Director of Technology, agrees with Think that coaching works because it focuses on the needs of teachers. "Finding time for sustained professional development is always a challenge. The job-embedded nature of Peer Coaching helps. Also, we align Peer Coaching with other instructional goals so coaches and collaborating teachers don't see Peer Coaching as a separate goal. Finally, we believe Peer Coaching is the best way to move towards 21st Century Skills development, particularly because of the Peer Coaching focus on lesson improvement." Knight's beliefs about the impact of coaching are supported by a recent assessment of the impact of coaching on students literacy skills.

Research on coaching is beginning to demonstrate that coaching can play a key role in increasing student achievement. In a study of seventeen elementary schools in the Northeast, South and Midwest that used literacy coaches, researchers found students' reading skills went beyond predicted levels of performance by up to 32% in three years (Viadero, 2010; Literacy Collaborative, 2009). Two conclusions of this study demonstrate the value of coaching. While the gains varied from school to school and teacher to teacher, one factor was consistent. "The strongest factor that predicted growth in teacher expertise was the amount of coaching a teacher received" (Literacy Collaborative, 2009, p. 2). The second measure of the impact of coaching is in student performance. The study found that increases in student achievement were greatest in classrooms where teachers received the most coaching (Viadero, 2010). Coaching changed teacher expertise and student achievement.

Coaching and Systemic Improvement

Coaches who encourage ongoing collaboration focused on improving student learning can have a broader systemic impact. They can play a key role in helping schools to develop the capacity to meet their professional learning needs. Schools that have embraced coaching have seen peer coaches have an impact throughout their schools. "In my first year of coaching," says Maureen McCauley, a coach in Flagstaff, Arizona, "I was meeting formally with one second-grade teacher, who was sharing our conversations and ideas with another,

nearby second-grade teacher... In my second year of coaching, I continued to work with the original two collaborating teachers and added grade-level teams that I helped coach. Both of the original collaborating teachers have gone on to become Peer Coaches..."

The study on the impact of literacy coaches also emphasizes the systemic value of coaching. In the early stages of the coaching program the pattern of collaboration largely was between coaches and the teachers they worked with. But over time the schools in the study began to see the development of a network of collaborative relationships. The diagram of these collaborative relationships changed over time. Initially the diagram was a series of unconnected lines that reflected the one-to-one relationship the coach had with individual teachers. As coaching relationships grew and matured, the image that portrayed these relationships began to look like an intricate spider web of collaborative relationships among teachers throughout the school. This complex diagram reflected the growth of what the researchers called a professional communications network in the school (Literacy Collaborative, 2009).

Peer coaches can be a powerful methodology for professional learning. Coaching can be a cost effective form of professional development. But to be successful coaches need two things. Coaches need careful preparation and ongoing professional learning opportunities. They also need support and resources from their school and school district.

For more information: pcinfo@peer-ed.com and <http://us.partnersinlearningnetwork.com>.

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Activity 1

Meet and greet

This is your opportunity to introduce yourself and share your reflections on the readings with your peers.

1. Briefly say who you are and where you teach.
2. Describe something in the reading/s that impressed you.

I was impressed by.....

3. What was one thing that left you wondering?

I am wondering

Why peer coaching?

The relationship between three types of professional learning or training and their impact on teachers is shown in the following table. According to this data, peer coaching is among the types of training activity that have by far the greatest impact on what happens in classrooms. The data in the table was adapted from the research of Joyce and Showers, who are leading researchers in the area of peer coaching.

Type of training	Knowledge Mastery	Skill Acquisition	Classroom Application
Theory	85%	15%	5 -10%
Practice	85%	80%	10 -15%
Coaching, study teams, peer visits	90%	90%	80 - 90%

Peer coaching is an effective professional learning strategy.

It is:

- focused on our core work of improving student outcomes
- offers a significant degree of challenge
- informed by the best available research on effective learning and teaching
- embedded in teacher practice and analysis
- a strategy that provides constructive feedback about performance
- collaborative and reflective
- uses evidence based problem solving
- an ongoing, supported element within the school culture

What is peer coaching?

Peer coaching is a process by which teachers work with one another to share expertise and provide feedback, support and assistance. The peer coach does not advise or tell. He or she asks questions and supports the learning partner to find their own answers.

Peer coaching:

- provides job-embedded professional feedback and support
- promotes active learning by offering teachers opportunities to become involved in meaningful discussion and planning, observe other teachers, be observed, and receive feedback
- offers teachers opportunities to link the ideas learned in professional learning sessions to their teaching context
- is a collaborative partnership between peer coach and learning partner and not a mentor-novice relationship

Peer coaching is not supervision.

Activity 2

1. Discuss the implications of the table and what this means for professional learning in your school.
2. How does peer coaching differ from supervision?

Effective professional learning

4. What are the implications for you as a coach?

Activity 4

The Coaching Cycle

Read the examples of Coach Roles and how they align with the stages of the Coaching Cycle. A detailed description of the cycle can be found in the following pages.



Coach Roles

What are some roles coaches play ?

- Using classroom data, to help teachers determine an area of the curriculum that needs innovation.
- Co-planning a learning activity or lesson that integrates technology into active, engaging learning activities.
- Demonstrating lessons that integrate technology effectively.
- After observation, discussing, with the participating teacher, what worked, what didn't and how a lesson or activity might be modified in the future to be more effective.

Coaching Cycle Stages

Assess

The first stage in helping a teacher develop and implement a project is to use classroom data to determine learning areas that need improvement. Another aspect of this process is to gain a clear understanding of the teacher's technology skills and instructional strategies. This information helps the coach and teacher define a lesson or project the teacher can successfully implement or to identify the kind of coaching, resources, or skills the teacher might need to carry out the project.

Set goals

Setting reasonable and realistic goals that are linked to the school's educational goals and curricular standards is a critical first step towards establishing a solid coaching relationship and helping teachers integrate information and communication technology into classroom activities that will help students develop skills needed for further education and careers.

Prepare

Participants use the Learning Activity Checklist to evaluate the strength of a proposed lesson, project, or unit. Working in teams, coaches use the checklist to assess the lesson design of a series of activities that are often implemented by classroom teachers. Coaches then ask probing questions designed to help colleagues make their learning activities more innovative. This part of the cycle depends on "best teaching practices" and coaches might provide learning activity models, resources, or teach technology skills that help teachers prepare to implement technology-rich, engaging learning activities. Coaches also help teachers develop plans to gather classroom data that can be used to assess how the learning activity is meeting student needs.

Teachers often report that a key part in preparing a learning activity is the opportunity to watch their coach model a technology-rich lesson or team teach a lesson or project with their coach. In either case the discussions after observing or team teaching are critical to get deeper insights that shape teaching practice.

Implement activities

At this stage collaborating teachers are ready to implement the learning activity that their coach helped them plan.

Reflect, debrief

After teachers have implemented a learning activity it is critical to learn from that experience. Part of that process is to explore evidence of student learning. Teachers may also ask their coach to observe part of a learning activity as part of this process. Whether observation is part of the process of reflection or not, a debrief is critical. One of the strengths of peer coaching is that it helps coaches learn to use protocols and other structured opportunities for reflection that help teachers improve their instruction. Coaches report that one of their most valuable learning opportunities is when they use these protocols to collaborate with other peer coaches on common problems and common solutions.

Activity 5

Coaching Roles and Attributes

Coaching roles

1. View the Dallas, Victoria video. <http://www.youtube.com/watch?v=o36yCa75aHs>
2. What roles did you see coaches playing? List as you view. Share with your group.
3. Develop a list of coaching roles.
4. What roles could you play in your school?
5. Update your role list.

Coaching attributes

1. What are the attributes that you need to be a successful coach? Share with your group.
2. Develop a list of coach attributes.
3. What attributes do you have now? Identify one that you could develop further.

Activity 6

Peer Coaching Plan

All coaching should be based on a collaborative Coaching Plan.

A strong Coaching Plan should be aligned with your school's educational goals. It should reflect your skills, knowledge, and the needs of your collaborating teacher(s), which should be defined in part by data on student achievement.

1. Take a few minutes to complete the **draft** plan on the next page as a way of thinking about the issues that you will need to consider. (Only complete what you know and can at this stage).
2. Debrief. What do you see as helpful? How could you improve this plan?

The final plan will be developed collaboratively in your school.

Peer Coaching Plan

[illegible]

Resources What resources will support coaching (for example timetabled release/meeting times, professional learning)?

Communication: How will you communicate with the principal and staff about the coaching program?

Aligning Professional Development Strategies: How does coaching align with and support other professional learning strategies in your school? If you have other instructional coaches or mentors, how will Peer Coaching align with them?

Activity 7

21st Century Learning

The skilful coach uses communication skills to encourage a collaborating teacher to think more deeply about the learning that students need in order to be successful in the future.

1. What skills and competencies do our students need to be successful in school and in their careers?
2. What are the characteristics of learning activities that will help students to develop these skills?
3. What professional learning is going to best prepare teachers to meet their students' needs?
4. What do coaches need to be able to do to support teachers' needs?

Directions

- a) Look at the 4 questions.
- b) Watch the video *Learning to Change, Changing to Learn* at <http://www.youtube.com/watch?v=tahTKdEUAPk>
- c) Make notes as you watch.
- d) Silently add your answers to questions 1 and 2 in the sharing areas around the room. (*Chalk Talk*)
- e) Move around the room and read the ideas.

Debrief

How effective was the *Chalk Talk*? Could you use this with your students?

Discuss questions 3 and 4 as a group. What are the implications for you as a coach?

End of Coaching on Paper Session



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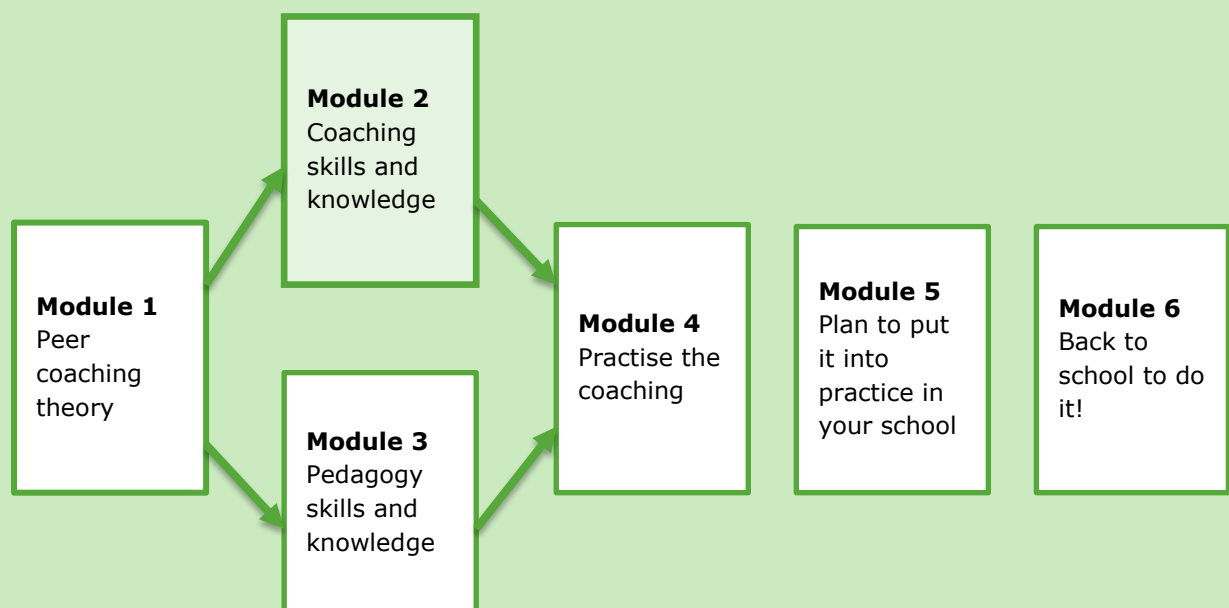
The nuts and bolts of Peer Coaching

Coaching skills and knowledge

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Module 2 – Nuts and Bolts of Peer Coaching

In module 1 we looked at peer coaching theory. This provided the necessary background for this module.

Great coaches need expertise in coaching and pedagogy. In Module 2 we explore the specific coaching skills, models and knowledge that allow us to be effective in our role.

In the following module we will build on this by looking at the 21st learning pedagogy that is the other area for expertise for coaches.

Coaching First Steps

"It is time for our education workforce to engage in learning the way other professionals do—continually, collaboratively, and on the job—to address common problems and crucial challenges where they work." Former North Carolina Governor James Hunt (Darling-Hammond, 2009, p. 2)

Let's begin taking our first steps as coaches by looking at an extract from work by Dr Les Foltos. Les reminds us that Peer Coaching training focuses on three pillars:

- Utilizing the **communication and collaboration skills** needed to build trust and effective collaboration. Peer Coaching activities that develop communication and collaboration skills draw on the work of other successful programs like Cognitive Coaching, Atlas Communities, and the National School Reform Faculty.
- Strengthening coaches' **lesson design skills** to help colleagues to improve learning activities so they reflect 21st Century learning. For many teachers around the world, successful integration of technology means learning to use active, engaging instructional strategies. Peer Coaching's focus on lesson design relies on the work of Bransford, et al, *How People Learn*, and the instructional strategies used in constructivism or Project-Based Learning.
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Coaches Roles and Relationships

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Let's begin by exploring group norms.

Activity 1

Group norms

Creating norms for a group establishes a set of ground rules to help teams work together more efficiently. When establishing norms, consider the following key categories:

- Time
- Decision making
- Listening
- Participation
- Confidentiality
- Expectations

(Delehant and von Frank, 2007)

Work together to create norms for our coaching community now.

1. Review the list of example norms which follow. How does this list address the key categories recommended above?

- Begin and end on time
- Silence all cell phones
- Attend all meetings
- Respect questions
- Monitor your own airtime
- Stay on agenda
- Do assignments prior to meetings
- Hold yourself personally accountable
- Respect the group
- Listen attentively
- Attend to goals and objectives
- Listen respectfully
- Discuss issues, not people
- Limit distractions
- Reach decisions by consensus
- Probe ideas, do not criticize people
- Show respect for views of others
- Avoid side conversations
- Assume positive intentions
- Observe basic conversational courtesies
- Honour confidentiality

2. Contribute to a group brainstorm that lists potential norms. Address this question:
How might we work most effectively as a team?
 - a. If you offer a norm, tell the group which category it will address.
 - b. Select a recorder who can take notes as you brainstorm.

3. Look for patterns in the brainstormed list. Combine or restate the norms that are similar.
4. As a group, decide on the five or six norms that will guide the behaviour of your Peer Coaching community.
5. If your group has not included it already, it may want to add this norm: "Accept ownership for your own learning."
 - a. The goal of this norm is to encourage all participants to play a positive role in making sure the Peer Coaching Program meets everyone's needs.
 - b. If activities are not clear, or if they are not meeting needs, participants may want to raise the issues and work toward resolution.

Now that we have our norms, it is important to remember this is a starting point. The list may grow or shrink as we work as a group. To make sure our norms work for our community we will revisit them in each session.

Consider how the norm-setting process might be applied in your school setting and in your future coaching work.

Activity 2

Practice Communication Skills Exercise

Introduction

A skilful coach uses communication skills to encourage a collaborating teacher to think more deeply about a topic or to help the teacher reflect during a planning conference. The goal of this exercise is to help the group gain expertise in using these important coaching skills.

Protocols are guidelines for conversations and we use them in the coaching program to keep discussions focused. We also use protocols because they provide a structure for collaborative work and help build trust. As coaches become knowledgeable about the use of protocols they may use them with groups of collaborating teachers.

This entire exercise should take no longer than 25 minutes for one speaker. Prior to moving into a circle, the participants should get out a pencil, sticky notes, the Coaching Skills Cue Card and their coaching plans.

Questions

A facilitator will provide you with the topics for your coaching conversation.

1. Move into groups of four to six participants.
2. Identify the following roles:
 - A facilitator to walk the group step by step through the protocol and keep everyone focused during the activity. The facilitator helps the participants follow the protocol by redirecting participants as needed.
 - A timekeeper to move the discussion along.
 - A speaker who talks about their coaching program using the Coaching Plan you brought to Session 2.
3. The speaker describes their Coaching Plan, including background information, a coaching goal and a challenge or dilemma faced by the coach.
4. Three people take turns paraphrasing the speaker.
5. Three people ask clarifying questions. The speaker answers these questions.
6. The group takes a few minutes to write down a probing question on a sticky note. Participants may refer to the *Coaching Skills Cue Card* to develop the probing question.
7. Each person in the group reads their probing question aloud, then hands the speaker the sticky note. The speaker does not respond.
8. The speaker considers all the questions and then tells the group which probing question caused him or her to think the most deeply about his or her dilemma.
9. If time allows, another participant becomes the speaker and the process is repeated.

Debrief

Debrief the protocol in your small group using the following questions:

- What was helpful about the protocol process?
- What was difficult?
- How could you use the protocol in other settings?
- How do you think communication skills build trust?

Adapted from the Probing Question Exercise and used with the permission of the National School Reform Faculty.

Sample topics

- How are you preparing your students for their future study and work?
- What would you see and hear if you visited a 21st century classroom?
- What are your favourite web 2 tools? How do you use them to create engaging lessons for your students?

Coaching Communication Cue Card

Active Listening

- Is focused on the speaker and supporting their learning
- Is blocking out all competing thoughts
- Is leaning forward and nodding

Paraphrasing

- Is restating what was stated
- Is used to check for understanding
- Clarifies what was heard by summarizing
- Indicates acceptance and encouragement
- Establishes a relationship between the speakers

How did you. . . What. . . ? How did . . . ? So...? So what you are wonderin is...? As you...? So your hunch is...? You're thinking...?

Clarifying Questions

- Lead to a clear picture or understanding of a topic or idea
- Are factual
- Are answered quickly
- Are used to gather information

How did you. . .? What. . . ? How did . . .

Probing Questions

- Are thought provoking
- Encourage deeper thinking
- Are often open-ended
- Are solution focused

What might the next step be? What did you learn from that? Are there other strategies that you could use to...?

Activity 3

Planning your coaching

1. Use this storyboard to brainstorm ideas which can help you to introduce coaching at your schools.

As you brainstorm, it may help your group to keep in mind your current thinking about what kids and teachers need to know and be able to do. This thinking may help guide your Peer Coaching program and how you describe it.

How will you explain coaching to others?	What are some major roles and responsibilities you will play as a coach?
Who will be involved in coaching? Will you work primarily with one teacher or with a team of teachers?	When will the coach meet with the collaborating teacher? <i>(How will you find time to meet, observe, and reflect?)</i>
What is the focus of your coaching program? How will it align with your school goals?	What are some examples of things you could do with a teacher?
Can other teachers get involved with coaching? If yes, how?	How will teachers benefit from participating in this program?

Activity 4

Conduct a planning meeting and debrief

Form pairs.

1. Use your cue card protocol and the planning meeting template (following) to role play your first meeting with a teacher. This should take about 30 minutes.
2. When you have finished consider the following:
 - What did you learn about coaching?
 - What did you learn about yourself?
 - What would you do differently next time?

Planning Meeting

Teacher Name:

Coach Name:

Date:

School's target/focus:	Coaching Focus:	
Our norms for our meetings are:		
How do you currently integrate technology into this content area or project?		
What upcoming unit might we improve or refine?		
What do the students learn in this unit?		
Is there a particular problem or dilemma you had in the past with this unit that we might address?		
Who?		
What?		
When?		
How?		
Other issues discussed (Use probing questions to help the teacher think about the issues with the unit and determine a starting point for your collaboration):		
Action items (professional learning, visits, resources needed)	Person responsible	Approx. time

End of The Nuts and Bolts of Peer Coaching Session



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Peer Coach Training Resources

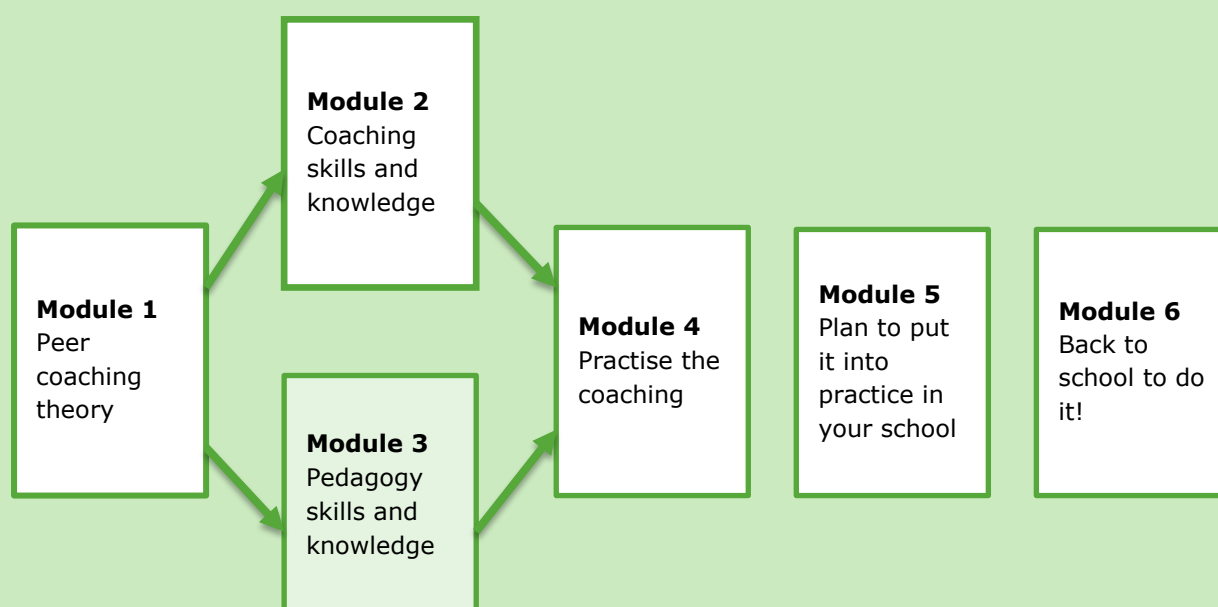
The Pedagogy of Coaching

Pedagogy skills and knowledge

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Module 3 – The Pedagogy of Coaching

In module 2 we looked at the specific coaching skills we need in our role.

Now in module 3 we will visit the other area of expertise, pedagogy. We will explore what good 21st century learning looks like in our classrooms and strategies to help teachers implement this quality pedagogy.

In the following module we will get practical and use our knowledge of coaching and pedagogy to improve a lesson.

Activity 1

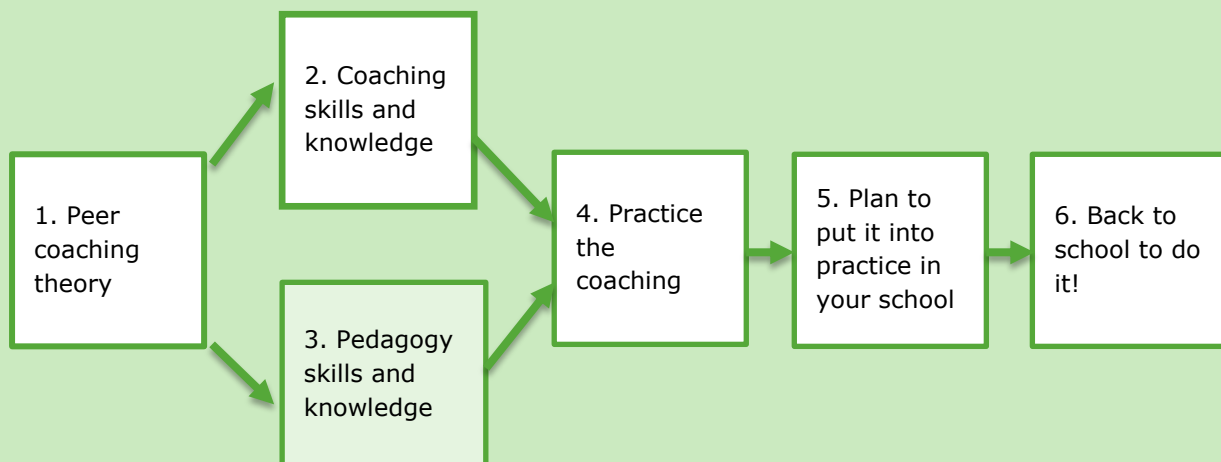
Review and Reflection on Modules

Review content

What have we covered together in the first **two** modules?

Reflection

What have we learnt? (Think of keys words such as *wondering...challenged by...useful...* to assist your thinking).



Module 3 – The Pedagogy of Coaching

In module 2 we looked at the specific coaching skills we need in our role.

Now in module 3 we will visit the other area of expertise, pedagogy. We will explore what good 21st century learning looks like in our classrooms and strategies to help teachers implement this quality pedagogy.

In the following module we will get practical and use our knowledge of coaching and pedagogy to improve a lesson.

Activity 2

Reviewing promising practices

What are the essential elements of a learning activity? As a peer coach you may work with teachers to plan learning activities, model a learning activity or observe teaching and give feedback. It is important to have a shared expectation towards which you are working.

Part A

What does research tell us about quality 21st century learning?

1. Read the article or view the PowerPoint listed below.
 - The full report can be found at:
https://www.det.nsw.edu.au/media/downloads/about-us/how-we-operate/national-partnerships-program/digital-education-revolution-nsw/program-information/research/lit_review10.pdf
 - The PPT is at:
<https://detwww.det.nsw.edu.au/deptresources/majorprojects/dernsw/program/research/index.htm>
2. View an excerpt from one of the Teachers in Action video: <http://bit.ly/tiamaths>
3. Complete a PMI (Positive, Minus, Interesting) on the video, considering 21st Century Skills and what you have learnt from contemporary learning theories.
4. How does this reinforce the lessons from the research?
5. Pair up with at least one other person and share what you have learned from the reading or PPT and video.

Part B

Chalk Talk Reflection

1. Take 5 minutes to individually list the essential elements of a learning activity that will help students develop the skills they need for the future?
2. Stand up and move to where you can see the white board. Silently add your responses to the question on the whiteboard in the room. If someone has already added a key idea you could tick it. If you see two connected ideas you can draw a line between them. If you have a question you could circle the point and jot the question nearby.
3. Reflect by examining the value of this protocol.

4. How could you use it in your classroom?

Activity 3

Reviewing Learning Activities Using the Learning Activity Checklist

Reflect on the following

What are the characteristics of learning activities that will equip students with the skills and competencies they will need for continuing success?

What do coaches need to know and be able to do to support teachers' needs?

Grant Wiggins (2009) insists that one key role that professional learning plays is to help teachers to evaluate learning activities by comparing them to their principles of effective learning.

What are some roles a coach can play in comparing current practice to these principles? A well-prepared coach can:

- Help collaborating teachers improve their lessons using a common definition of effective lesson design.
- Use communications skills that encourage the collaborating teacher to think more deeply about adopting new approaches that meet the needs of students to improve learning.
- Recommend content resources or suggest instructional strategies to improve learning activities.
- Assist other teachers to understand how technology can enrich and enhance learning.

Learning Activity Checklist

One key lesson improvement resource we will use is a checklist that the Peer Coaching program authors compiled from a wide variety of research sources. It is not **the** complete list but is reasonably thorough and contains significant findings from a substantial body of research in the fields of cognitive science and education.

Part A. Becoming familiar with the tool

1. Review the checklist.
2. Make some initial observations. You will get the chance to revisit these observations later in Module 4.

3. This is a generic document. What are the components of the Standards-Based task? What are the mandatory documents that shape our work in New South Wales?
4. What would you add here to ensure that the learning meets our requirements?
5. What would you remove or refine?

Part B. How Does Technology Integration Add Value?

As a coach, you will provide instructional support to teachers as they learn how to enhance student learning by integrating technology. To do this, it is critical for you to be able to answer several questions:

1. What does it mean to enhance learning with technology?
2. How can technology be integrated into the curriculum to help achieve academic standards?
3. What are the principles of effective lesson design?

Reflect on how it looks to integrate technology effectively into classroom learning. What is technology's place in effective learning activities?

Part C. Assessing Lessons Using the Checklist

As a coach, you are often asked to help design or review a lesson plan or learning activity; this activity will help prepare you for that role. Let's use what we learned about how technology can strengthen learning and our norm for effective learning, the *Learning Activity Checklist*, in this activity.

1. Find a partner with whom you have not worked. Form a pair. Choose a lesson. You could choose your own or the lesson at <http://peer-ed.com/yamuna.aspx> - Teacher Plan (Word) and Study of Pollution in River Yamuna: Model (PowerPoint) In this lesson high school Science students assess the sources of pollution on a local river, determine the impact of the pollution and, working in teams, develop proposed solutions to this problem. Their final product is a poster aimed at educating their community about the need for action.
 - (a) Use the checklist to review the lesson.
 - (b) Use the lesson template following to take notes.
2. Share your reflections on the lesson with the whole group.
3. Share your reflections on the checklist with the whole group or your table.

Learning Activity Checklist

Standards-Based Task	Engaging Task
<p>The task helps students:</p> <ul style="list-style-type: none"> Gain/improve specific knowledge or skills in a content area (for example, district or state). Gain/improve 21st Century Skills (problem solving, communication, collaboration, information, and time and resource management). Practise the methods/processes of a discipline (for example, the scientific method). Understand how learning goals guide teaching and learning activities. Perceive how learning activities are aligned with assessments. Know the criteria and performance standards for teacher, peer, and self-evaluations of their products and performances. Demonstrate understanding and apply their knowledge and skill in a variety of ways. 	<p>Students:</p> <ul style="list-style-type: none"> Are involved in active learning (hands-on, building, making, moving, using "multiple intelligences," etc.). Find the topic fascinating, fun, or passion-arousing. Are given choices (topic, approach, etc.). Are challenged (but not overwhelmed). Create a product/performance or gain competencies that have value to them outside of school. Know their product/performance will be appreciated, used by, or useful to others outside the classroom. Receive real-world feedback on the quality of their work from an audience or subject-matter expert. Bring their experience outside the classroom to bear on their work. Are accountable to one another.
Problem-Based Task	Technology Enhances Academic Achievement
<p>Students must exercise logical and creative thinking to:</p> <ul style="list-style-type: none"> Form a reasoned judgment. Solve a problem. Make a decision or choice. Plan a course of action. Persuade or convince someone. Defend a position. Explain a concept. Interpret a complex situation. Resolve a perplexing or puzzling situation. Troubleshoot and improve a system. Meet someone's genuine need. Plan and stage an event. Apply a course concept in a real-world situation. Invent a problem-solving process. Work within constraints (for example, restrictions on size, budget, time, resources, etc.). 	<p>Technology is used to:</p> <ul style="list-style-type: none"> Give students access to quality information, primary documents, or points of view not available otherwise. Allow students to investigate a concept in ways infeasible otherwise (for example, human/animal anatomy). Differentiate learning for students with different needs. Help students understand abstract concepts. Enable students to participate in online scientific investigations. Help students with the problem-solving process (e.g., using graphic organizers). Foster students' discovery of concept or construction of their own understanding of a concept. Share ideas and communicate with remote groups. Help students receive feedback on their work from a community outside the classroom. Enable students to participate in the democratic process.

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Lesson Template

Standards-Based Task

Evidence	How can we improve it?

Problem-Based Task

Evidence	How can we improve it?

Engaging Task

Evidence	How can we improve it?

Technology Enhances Academic Achievement

Evidence	How can we improve it?

Key point:

Part D. Using Cognitive Conflict

The lesson analysis work you did earlier probably generated some differences of opinion, which is natural when teachers work together on lesson design. Being ready to cope with differences of opinion—what we are calling *Using Conflict as a Resource*—is an important skill for coaches to have.

1. Read the article at <http://www.learningforward.org/news/jsd/garmston263.cfm>.
2. Arrange people in groups of 4. Use the **Final Word Protocol** at http://www.nsrharmony.org/protocol/doc/final_word.pdf to process these ideas.
3. As a facilitator how successful did you find this approach? How else could you present these concepts?

Activity 4

Review Lesson Improvement Resources

1. Examine the resources that we have used in this session. How useful were these resources?
2. What other resources could you use when working with teachers?
Share these and add the best ideas and resources to your toolkit.

End of The Pedagogy of Coaching Session



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Peer Coach Training Resources

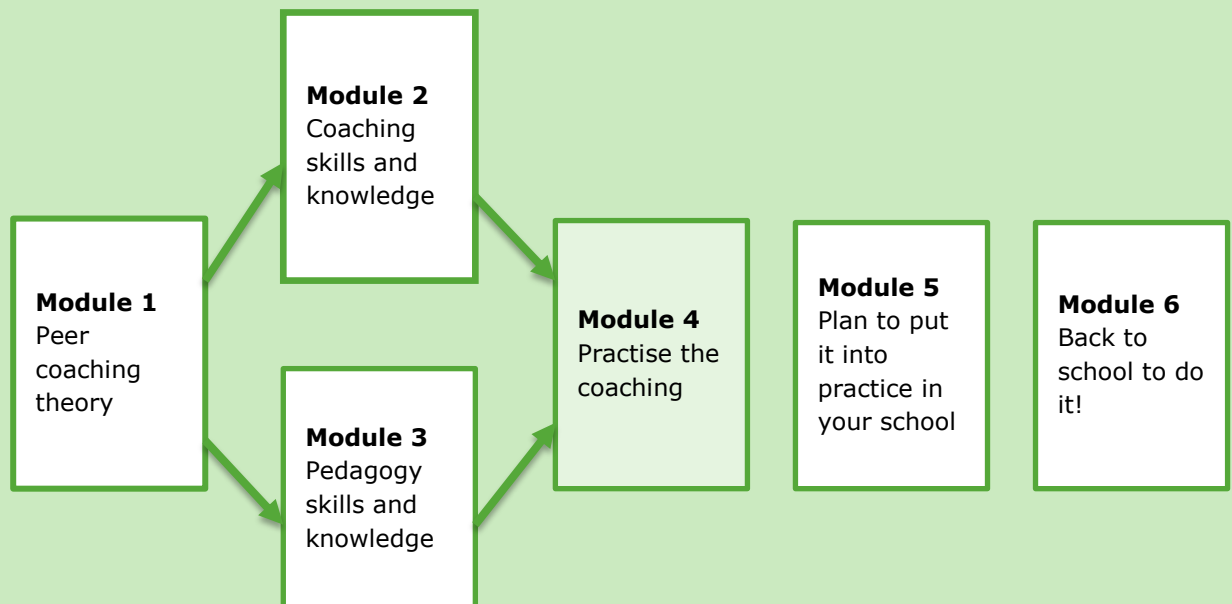
Coach and be coached

Practise the coaching

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Module 4 – Coach and be coached

So far we have focussed on the skills and knowledge that all coaches need. Now in module 4 we will put these skills into practice.

This will allow us to be able to reflect on the process and to plan more effectively for our school practicum.

Activity 1

Lesson Improvement Activities

Participants will work in a number of different groupings over the peer coach training sessions. In this activity you will experience one of the roles coaches play most often, co-planning a learning activity that often comes from a colleague's classroom. Thus this module highlights the lesson improvement process that is at the core of the work of a peer coach. Treat this as an opportunity for coaches to undertake a full coaching experience.

Identify a lesson to improve

You will need to choose a single lesson to improve in this activity. Select a lesson together. In this activity you will use two key resources to guide your process:

- The *Lesson Improvement Template*
- *Learning Activity Checklist*

Locate these two resources and have your *Coaching Cue Card* ready to use.

The process

Your facilitator will lead you through this process.

Let's begin...

Step 1

Identify the lesson or learning activity on which you will work. It is best to choose a real lesson that you are about to teach. Ideally it will be one that you are unsure about or want to improve. (If you do not have a lesson with you your facilitator may give you ten minutes to draft an outline of a lesson on which you want to work.)

Step 2

Form a pair. You will work closely with your partner for the rest of this module. You will each have an opportunity to work on your lesson.

Person one

Share your lesson with your partner. As you work through the lesson together you should be looking for ways of improving it. Your partner will be using their **coaching skills** to support you to do this. Write your improved lesson into your *Lesson Improvement Template*.

In improving your lesson you may want to consider the following elements:

A: Learning Context

Have you thought about the context of your learning?

The authors of *How People Learn* (2000), believe, "Teachers must teach some subject matter in depth, providing many examples in which the same concept is at work and providing a firm foundation of factual knowledge." (p 20)

1. How does the learning activity you are improving relate to your overall plans to help students master the chosen standards, particularly those that focus on higher order skills like critical thinking or problem solving?
2. In the *Lesson Context* section of the *Lesson Improvement Template* note the following:
 - Any prerequisite knowledge or understanding
 - How the learning activity you are improving relates to previous learning and in particular to other activities that will help students develop the same types of skill and knowledge
 - How students will be able to explain what they are doing and why they are doing it and how the activity relates to previous learning activities.

B: Identifying Standards / Outcomes / Targets

Have you identified your outcomes?

Students can demonstrate performance for many standards from different content areas for a single problem-based lesson, but it is only necessary for you to identify the few standards you intend to assess. In NSW our standards come from our Board of Studies syllabus documents. These are then incorporated into our programs.

1. Find your relevant syllabus or program or target.
2. Add the standards to your *Lesson Improvement Template*.

Limit the number of standards or outcomes. We know that you have the greatest impact when your lesson is focused on one or two outcomes.

C: Assessment

Have you clear assessment processes in place?

1. How will you assess what your students have learned?
2. How will you ensure that your students understand what is expected of them?
3. How will you provide feedback?
4. How will you use this assessment information to plan further learning?

D: Write Your Task

Have you provided clear, explicit directions for students?

Your job in this part of the lesson improvement process is to write your task and add it to the *Lesson Improvement Template*.

Make sure your task:

- Draws on students' knowledge, beliefs and passions
- Includes a real, authentic problem
- Ask students to produce a real product that would be useful beyond school
- Addresses the needs of a real audience.

The resources below may be useful to you as you write your task.

E: What Makes a Product Real and a Question Essential?

Have you included powerful questions that can shape students learning experiences?

[The Center for Problem-Based Learning](#) believes authentic, engaging problems are:

- Real-life, "messy," ill-structured situations
- Complex in nature, not solved easily
- Open-ended, not leading to one "right" answer.

Two elements found in many strong tasks:

1. **A scenario.** Scenarios can stimulate students' interest, and help students by placing what may be an abstract idea into a more understandable setting and defining an audience.
2. **Essential questions.** These help define the product the students will create to demonstrate learning. That product, Grant Wiggins (2007) insists, helps students make sense of important, complicated ideas. The Coalition of Essential Schools believes essential questions help students develop critical thinking and problem solving skills.

Thinking Deeper About Essential Questions

Essential questions are a critical element of offering students active, engaging learning opportunities. Grant Wiggins' (Nov 15, 2007) article, [What is an Essential Question?](#) offers more insights into the purpose and value of essential questions.

F: Integrating Technology Into the Curriculum

Have you integrated technology that enhances the learning experience for students?

In her 2009 blog post [Never Was About Technology?- Time to Focus on Learning?](#) Silvia Tolisano shared the transformation of her beliefs about what technology integration means. After several years, she concluded:

"I was convinced that by helping teachers integrate technology into their lessons (doing the same thing...just with technology) would make the difference... Now, I have arrived at a point in the process where I believe that it is not (never was) about technology. To make a difference, it has always been about good teaching, reflecting and focusing on (relevant?) student learning."

Technology supports learning by helping students with:

- Communication
- Collaboration
- Gathering information
- Organizing information
- Expression

You may also want to add useful notes on technology integration into the "Teacher Notes" section of the template.

G: Refine the Students' Product or Performance

Have you clarified how you want the task to be presented?

Earlier you may have defined a product or performance as part of defining a task.

1. Refine the product or performance that students create to demonstrate their understanding and achievement of standards.

2. Keep in mind that if you want students to develop critical thinking and/or problem solving skills, then the product you define (and the steps you write) needs to encourage development of these skills.
3. As you consider your product you might also be thinking about the role technology plays in that product. Some options to consider:
 - Video
 - Multimedia presentation
 - Brochure, advertisement
 - Podcast
 - Web page
 - Digital Stories

H: Check Your Directions for Learning Activity

Have you written your directions with your students in mind?

1. Clearly explain the product or performance students will create.
2. Outline the detailed directions students will follow to complete the task and include integration of technology as well as the necessary scaffolding tools.

As you develop this activity, make sure to write tips on how to implement this activity in the “Teacher Notes” section of the *Lesson Improvement Template*. Your ideas will assist other teachers who want to implement this lesson.

I: Aligning Standards/Outcomes and Student Learning Activities

Have you made a final check to see if the learning activities align with your outcomes?

Take some time now to review your standards and the learning activities you have outlined to ensure the two align.

1. What critical thinking or problem solving skills do you want students to develop?
2. Do your learning activities focus on activities that will help students develop these skills?

Step 3

Now turn to your Learning Activity Checklist. Use the checklist to evaluate your improved lesson. You should have addressed at least one criteria from each quadrant.

- Which quadrant/s have you addressed effectively?
- In what area can you improve?
- Work with your partner to make one additional improvement.

Step 4

Reverse roles.

- Coach your partner as they work through the same process.

Step 5

Seek feedback.

- The purpose of this step is to give you an experience of getting feedback.
- When you have both had an experience to present your lesson (as teacher) and to act as the coach, you can join another pair for the next step in the process.
- Share your improved lesson with a member of the new pair. Ask for feedback. Make any further improvements to prepare your lesson for sharing.

Step 6

Debrief

- Return to your existing partner and look at your final lessons

Activity 2

Evaluating the Process

Part A:

In this activity you will share what you have learned from this process. You may complete one or both of the activities below:

Gallery Walk

This activity will give participants the opportunity to share their final lessons.

OR

Debrief

Spend some time as a whole group discussing the process. With what did you start? What was the final product? How effective was the process?

Part B:

Personal reflection

Take time to reflect. You may find the *Lesson Improvement Process Rubric* and these questions useful:

How did I find this process?

What makes it powerful?

What will I take into my practice as a coach as a result of this experience?

Lesson Improvement Template

Teacher(s):	
Lesson Title:	
Grade/Stage Level(s):	
Content/KLA Area(s):	
Learning Context: <i>What is the context in which this lesson occurs in your curriculum?</i>	
Student Task <i>What real problem situation will students address? What useful product(s), event(s), or service(s) will students produce? What audience might benefit from the students' work?(Write to a student audience)</i>	

Assessment Plan & Resources

What **standards or learning outcomes** will be addressed in students' products and performances?

Outline your assessment plan here.

When and how will you provide feedback during the lesson? How will student progress be measured against the selected standards?

Include relevant elements of your assessment plan in the Student Directions.

Create and attach assessment tools or describe your feedback strategies here.

Lesson Procedure

What directions and resources do students need to complete the lesson? What directions must teachers follow? (These teacher directions may also be tips for other teachers who want to adapt your activity.) How will technology enhance learning for students or teachers?

Student Directions (write to a student audience)

Teacher Tips
(write to a teacher audience)

Technology To Be Used (What and How) (written to a teacher audience)

<Insert Student Directions>

<Insert Directions/Tips>

<Insert Technology>

Resources

What materials and other resources are needed for this lesson? List the curriculum, technology, and information resources the teacher and students will use to complete the lesson, including links to tutorials for software or process guides.

Curriculum	Technology	Information Sources	Other

Lesson Improvement Process Rubric

<i>While engaging in collaborative lesson improvement, to what degree have you:</i>	Consistently	Mostly	Somewhat
Improved lessons by including attributes from the Learning Activity Checklist? (L.A.C.)	The L.A.C. has been addressed during every step of the lesson improvement process. All four areas of the L.A.C. are well-addressed in the lesson.	The L.A.C. has been addressed during most steps of the lesson improvement process and/or one area of the L.A.C. is not well-addressed in the lesson.	The L.A.C. has been addressed during some steps of the lesson improvement process and/or two or more areas of the L.A.C. are not well-addressed in the lesson.
Used the lesson improvement process to guide lesson improvement?	The lesson improvement process and the guidelines have been thoroughly followed.	The lesson improvement process has been followed and guidelines have mostly been followed.	One or more aspects of the lesson improvement process have not been followed.
Practised coaching by using communication skills?	The communication skills of active listening, paraphrasing, and asking clarifying and probing questions are all in regular use.	All the communication skills are used most of the time and/or one of the communication skills is in infrequent use while the others are all in regular use.	All the communication skills are used some of the time and/or two or more of the communication skills are in infrequent use while the others are all in regular use.
Practised coaching by using conflict as a resource?	The skills of "sending," "receiving," "paying attention to self and others," and appropriate amounts of processing time are all in regular use.	One of the skills of "sending," "receiving," "paying attention to self and others," and /or appropriate processing time are not in regular use.	Two or more of the skills of "sending," "receiving," "paying attention to self and others," and/or appropriate processing time are not in regular use.
Practised coaching by using norms for collaboration?	The collaboration norms not included in the previous two rows of this rubric are all in consistent use.	Only one of the collaboration norms not included in the previous two rows of this rubric is not in consistent use.	Two or more of the collaboration norms not included in the previous two rows of this rubric are not in consistent use, or one of the norms is used little or not at all.

End of Coach and be coached Session



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Peer Coach Training Resources

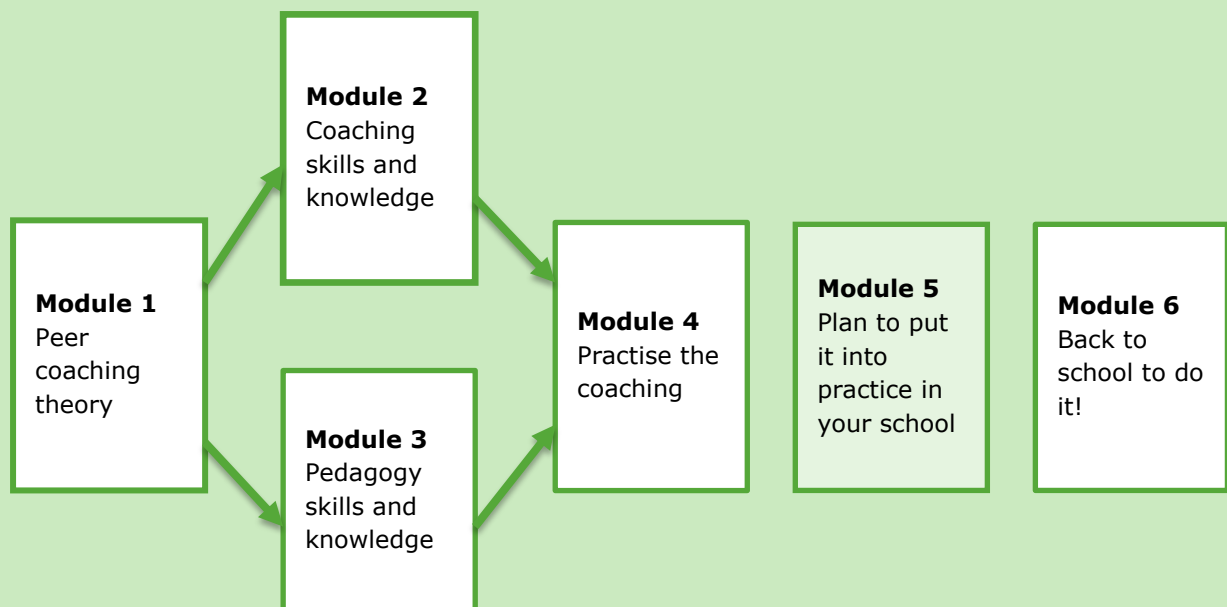
Coaching Next Steps

Plan to put into practice in your school

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Module 5 – Coaching next steps

In the previous 4 modules we have developed and practised the skills of a coach. Now we will make our plans to implement what we have learned back at school.

Coaching Plan

All coaching should be based on a collaborative Coaching Plan.

A strong Coaching Plan should be aligned with your school's educational goals. It should reflect your skills, knowledge and the needs of your collaborating teacher(s), which should be defined in part by data on student achievement.

Complete this plan as a way of thinking about the issues that you will need to consider. The final plan will be developed collaboratively in your school.

School		Date	
Name of Coach		E-mail address	
Role			
Name of Principal			
School's Educational Goals <p>Answering these two questions will help you define the focus for your coaching plan.</p> <p>What are the targets in your school plan?</p> <p>What are the targets for your class?</p>			
Structure	Will the coaching be one on one or with a team of teachers? Will you be working with a team of teachers at the same stage or in the same KLA? Or will you work with a broader range of teachers?		
Name of Collaborating Teachers			
Coach Roles and Responsibilities Describe the major roles and responsibilities you will play as a coach in your school.			

Resources What resources will support coaching (for example timetabled release/meeting times, professional learning)?
Communication: How will you communicate with the principal and staff about the coaching program?
Aligning Professional Development Strategies: How does coaching align with and support other professional learning strategies in your school? If you have other instructional coaches or mentors, how will Peer Coaching align with them?

Activity 1

This task is to get you to think about the components of an effective plan that will get you coaching and collaborating.

1. Take 30 minutes to draft your plan.
2. Share this with at least one other person. Use a coaching conversation to review your plan.
3. Make any necessary improvements.
4. Swap roles.
5. Share plans.

Activity 2

Planning Matrix

Introduction

In this activity you will develop presentations that can be used to explain peer coaching to schools. You may find the following scaffold useful.

Planning Your Product

Use this storyboard to brainstorm ideas to include in the product your team will create to introduce coaching at your schools. Refer to your Coaching Plan and the handouts from previous sessions to help you complete the sections.

Directions

1. Sit silently and take 20 minutes to draft your initial product plan. This contains the key issues that you will need to consider to succeed as a coach. You will use this thinking when you move to the group planning stage. It will also help you to clarify your thinking so that you can communicate effectively when you talk to your principal and colleagues.
2. Move into groups of up to four participants.
3. Take 60 minutes to prepare your presentation. The format is up to you.
4. When your time is up share your presentation with one other team. Use **Wows and Wonders steps 1 to 7** to get feedback. Reverse roles.
5. Discuss your feedback in your team. Make any changes.

<p>What is the Coaching Cycle and how could you explain it to staff?</p>	<p>What are some major roles and responsibilities you will play as a coach?</p>
<p>What are some examples of things you could do with a teacher?</p>	<p>Who will be involved in coaching? Will you work primarily with one teacher or with a team of teachers (one-to-many coaching)?</p> <p>When will the coach meet with the collaborating teacher/s?</p>
<p>What is the focus of your coaching program (i.e. laptops and the writing process)?</p>	<p>How will teachers benefit from participating in this program?</p>

<p>Can other teachers get involved with coaching? If yes, how?</p>	<p>Other Notes.</p>
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Debrief

Use the Wows and Wonders Step 8 to debrief the in your small group. Use the following questions:

1. What was helpful using the ***Wows and Wonders*** process?
2. What was difficult?
3. How could you use the protocol in other settings?
4. How do you think communication skills and protocols build trust?

Wows and Wonders Protocol

Examining Our Work

This protocol is designed to help coaches gain understanding about their work, to promote reflective practice and to learn from each other. The protocol can be used to examine student work or educator practice. Form groups of four to six participants and use the following protocol.

Roles

Presenter: Shares coaching work, answers questions and poses a question or problem for the group to provide feedback or analyze. (Use the example of your coaching work that you posted to the Discussion Board.)

Facilitator: Keeps the process moving, explains the steps of the protocol, asks questions, listens, takes notes and keeps time. Until groups become familiar with the process, the facilitator may need to help participants rephrase or withdraw inappropriate comments or questions.

Listeners: Listen, take notes, ask clarifying and probing questions and reflect on the protocol. The listeners try to give feedback to the presenter and try to help the presenter analyze the issue or question that was presented. It isn't essential that the listeners solve the problem posed by the presenter.

Protocol Steps

Step 1 Introduction

The facilitator provides an overview of the protocol and its purpose. Time is established for each step. The facilitator clarifies what to do if the group is not staying within the time limits for each step of the protocol or if inappropriate comments are made.

Step 2 Presentation

The presenter introduces the work. This includes an explanation to help colleagues understand the context and goal and includes anything else that is relevant. Then the presenter poses one or two questions they have about their coaching work. For example, "I

am struggling with my desire to work on lesson improvement while my collaborating teachers want help with software programs.” (5 minutes)

Step 3 Reflection

The group spends time in silent examination of the written work and the presentation. This is an opportunity for the participants to reflect and write notes or questions. (5 minutes)

Step 4 Clarifying Questions

Colleagues ask clarifying questions about the work. These questions help the reader understand what the work consists of and how it was accomplished. The presenter answers the questions factually. (Clarifying questions are usually factual questions that can easily be answered by the presenter.) (5 minutes)

Step 5 Wows

The presenter moves out of the discussion and silently takes notes during the Wows. Colleagues comment on the “wows” of the work. They state the understandings gained from looking at the work. They describe what the work demonstrates to them and what insights were gained. (5 minutes)

Step 6 Wonders

The presenter continues to silently take notes listening for new ideas and perspectives. Colleagues comment on the “wonders” of the work using probing questions whenever possible. For example, *“I wonder if you might have more time for coaching on lesson improvement if you held weekly technology sessions on how to use Microsoft Word tables or resizing a photo?”*

Colleagues also comment on other pertinent questions the work raises. They discuss how this influences their work as coaches and what could be done next time to deepen the quality of the interaction. The presenter is silent and takes notes. (5–10 minutes)

Step 7 Feedback

The presenter has time to reflect on what he/she learned. The presenter reflects on how he/she may use the comments provided and what prompted him/her to think differently about the work presented. The presenter should **not** use this time to defend their work or further their actions. (5–10 minutes)

End of Next Steps Session



DERNSW

Peer Coach Training Resources

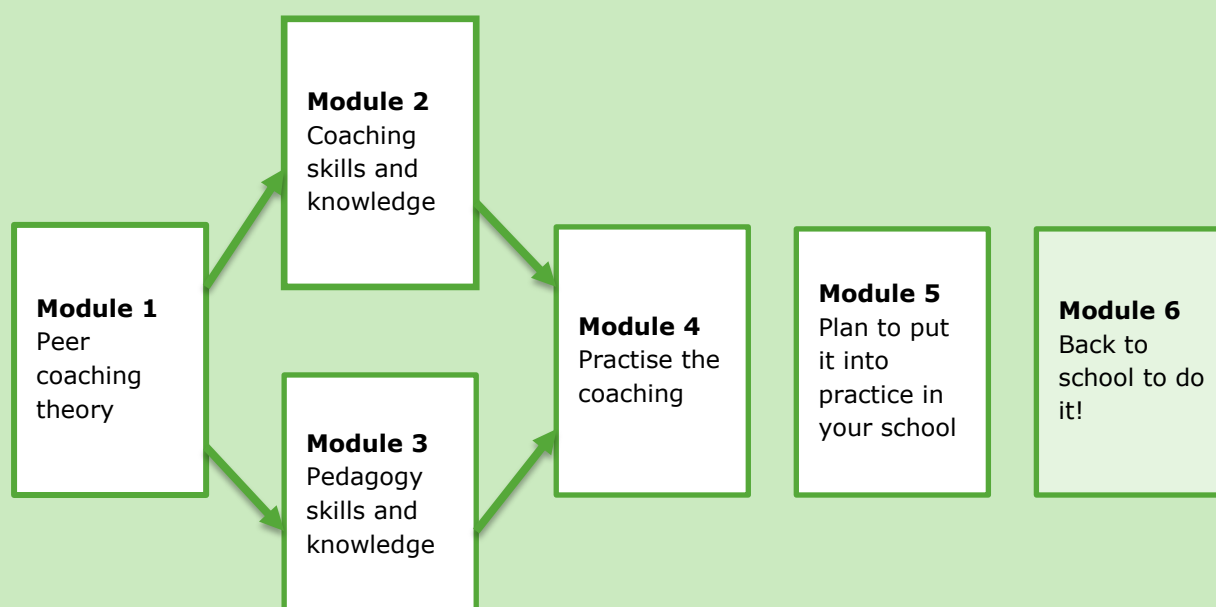
Coaching Practicum

Back to do it at school!

This booklet has been prepared by DERNSW. It is to be used by peer coaches implementing laptop pedagogy in NSW classrooms.

The Peer Coaching program from which these resources were created was developed by Microsoft and PeerED. The integrity of the program has been kept in accordance with copyright and respect.

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Module 6 – The Practicum

We have finished our process and we now return to school to put it all into action. This is not the end of the program...in fact it is the beginning of the most critical phase.

Throughout the practicum you will have the collegial support of your peer coaches and facilitator as well as ongoing online learning. Have fun!

Introduction

This program has been developed as a school-based model, and as such, the Peer Coach is a peer or a fellow staff member. In Sessions 6, 7 and 8 we enter the practicum phase that puts all our theory into practice in our schools.

Activity1

Guiding Questions for thinking about your Peer Coaching Program

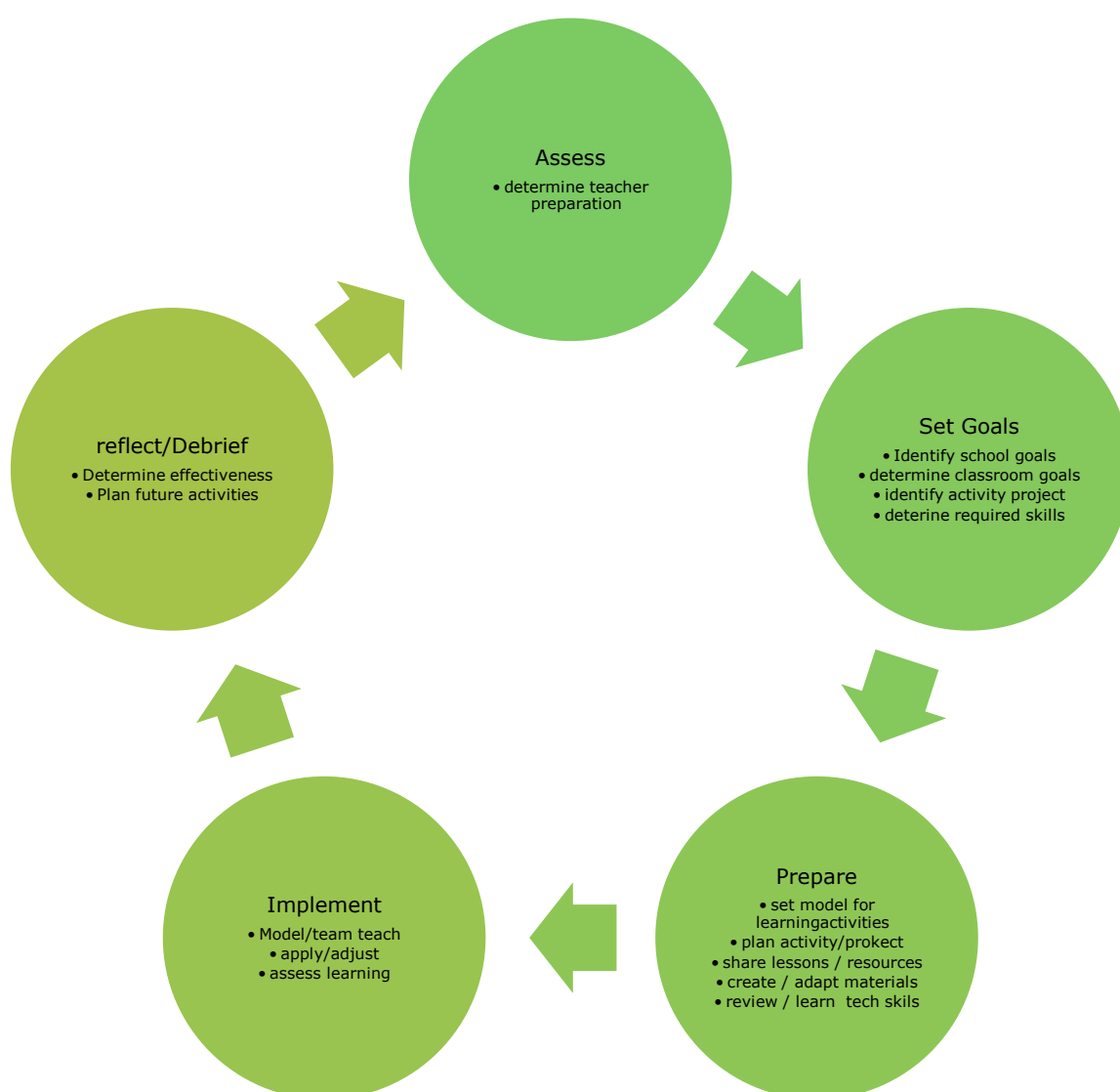
Before going any further take 20 minutes to privately revisit these questions. They are critical to the success of this stage.

1. Why do we think a Peer Coaching Program has a role to play in the professional learning of our teachers?
2. How will it support student learning?
3. How will a Peer Coaching Program support the School Strategic Plan?
4. How can we best support a Peer Coaching Program?
5. Consider budget for time release and resources, e.g. personnel, professional learning.
6. What outcomes do we want for the Peer Coaching Program at this school?
7. How will the Peer Coaching Program be introduced to staff?

Activity 2

The Coaching Cycle - Personal reflection

1. Review the Coaching Cycle and the Description of Coaching Cycle Stages below.
2. Briefly reflect on your experiences and learning about each stage in the coaching cycle. Take about 20 minutes.
3. How will this impact on your coaching of colleagues in your school?



Coaching Cycle Stages

Assess

The first stage in helping a teacher develop and implement a project is to determine the teacher's laptop/technology skills and instructional strategies. This information helps the coach and teacher define a lesson or project that the teacher can successfully implement, or to identify the kind of coaching, resources, or skills the teacher might need to carry out the project.

Set goals

Setting reasonable and realistic goals that are linked to the school's educational goals and curricular standards is a critical first step toward establishing a solid coaching relationship and helping teachers integrate laptops/ICT into their classroom activities.

Prepare

Participants learn to use the Learning Activity Checklist to evaluate the strength of a proposed lesson, project, or unit. Working in teams, coaches use the checklist to assess the lesson design of a series of activities that are often implemented by classroom teachers. Coaches then learn to make suggestions for improvements. This part of the cycle depends on "best teaching practices with laptops" and coaches might provide learning activity models, resources, teaching technical skills and other activities that help teachers prepare to implement technology-rich, engaging learning activities.

Implement activities

Coaches often find that the teachers they work with benefit from seeing their coach model a technology-rich lesson or team teach a lesson or project with their coach. Coaches report that the coaching and collaboration skills they have developed in the Peer Coaching Program are essential to successful coaching.

Reflect, debrief

One of the strengths of peer coaching is that it provides for structured opportunities for reflection that help teachers improve their instruction. The Peer Coaching Program uses a variety of tools coaches can use in this process, including a Collaboration Log. One of the resources that coaches most value is the opportunity to come together during the later stages of their enrolment in the Peer Coaching Program to continue to collaborate on common problems and common solutions.

Activity 3

Learning Partners

Directions:

Effective coaches will work to establish collaborative support networks. Use this page to record names, contact details and areas of expertise for your learning and other relevant partners.

My **regional** partners are: My **learning partners** (people in a similar role) are:-

My **support team** are:-

Activity 4

DERNSW Peer Coaching Plan

The purpose of this plan is to give you a framework to discuss your ideas with your principal and colleagues.

Part 1 of the DER Coaching Plan (complete with Principal)

Date			
Name of Coach		E-mail address	
Teaching Focus			
Name of Principal		E-mail address	
School		Region	
Structure	Will the coaching be one on one or with a team of teachers? Will you be working with a team of teachers at the same grade level or subject matter? Or will you work with a broader range of teachers?		
Name of Collaborating Teachers			
Coach Roles and Responsibilities: Describe the major roles and responsibilities you will play as a DER coach in your school.			
Resources: What resources will support coaching ?			
Communication: How will you communicate with the principal and staff about the coaching program?			

Thinking About Coaching and Collaborating

Part 2 of the DERNSW Coaching Plan

As a coach, you will work one on one or with a group of teachers to help plan and implement standards-based lessons that integrate laptops. The Coaching Cycle reflects the process of coaching.

Part 2 of the Coaching Plan will help you and your collaborating teachers think about how you will work together. Start by using the *Coaching Goals Planning Worksheet* to establish a direction for your coaching work. Use the information in this worksheet to establish a coaching focus and to write a coaching program goal. Then answer the questions listed below. After your second session together, you will list the norms for your coaching meetings.



Our plan for working together to implement laptops into lessons

Directions

Complete with your collaborating teacher. (If you have not identified a collaborating teacher, you can complete this section at a later date.)

Description	
Coaching Program Goal Statement	<p>Write a general goal statement that tells what you want to accomplish and who you will work with for your coaching program. Make sure it reflects the coaching focus. (Use the Coaching Goals Planning Worksheet, page 1 for help.)</p>

Measuring Process	Describe some ways you will determine if you are making progress on this goal.
Time	When will you and your collaborating teachers meet (for example, release time, common planning time, after school, etc.)?
Our Norms are:	Start/end on time

Coaching Goals Planning Worksheet

Note: Use the Coaching Goals Planning Worksheet to help you write a goal in the Coaching Plan.

Research suggests teachers move through stages as they learn to use technology (Dwyer, Ringstaff, & Sandholtz, 1991). Use the chart to identify the stage of your collaborating teacher. Then use the information to write a goal below. An alternative model is LoTi (Moersh 2010).

STAGE 1	STAGE 2	STAGE 3
<p>Teachers:</p> <ul style="list-style-type: none"> ▪ Learn the basic skills of using laptops to start integrating technology into classroom activities. ▪ Use laptops for personal and classroom management tasks. ▪ Try using laptops/ICT in their classrooms. ▪ Focus more on the laptop pedagogy than on the content of a project. 	<p>Teachers:</p> <ul style="list-style-type: none"> ▪ Focus on integrating laptops/ICT into standards-based learning. ▪ Experiment with collaborative and cooperative learning strategies. ▪ Move from using laptops/ICT as an add-on to using Laptops to help students learn more effectively and be more engaged in their learning. 	<p>Teachers:</p> <ul style="list-style-type: none"> ▪ Begin to use authentic learning tasks that have real audiences. ▪ Use instructional strategies that require students to take more responsibility for their learning and frequently use laptops as a tool for learning. ▪ Involve students in long-term, active learning projects that use laptops as a tool. ▪ Begin to create new ways to assess student work.

Your coaching goals should be clear, measurable, and attainable. Use these questions to guide you through the process. Circle your answers:

1. I want to:

- Help a teacher gain basic laptop/21st century skills and start integrating laptops/21st century skills into classroom activities.
- Help a teacher plan and implement units incorporating lessons that integrate laptops/21st century skills.
- Collaborate to develop one or more active learning curriculum projects that involve students creating a product for a real world audience.

2. By working with:

- a. One collaborating teacher.
- b. Any two or more collaborating teachers.
- c. A faculty group or school team.

3. To increase:

- a. Content area skills in _____.
- b. Research /thinking skills _____.
- c. Other: _____.

Combine your selections into a statement or write your own goal. Transfer your goal to Part 2 of your Coaching Plan.

I want to _____ by working with

_____ to increase _____.

Example: I want to help a teacher plan and implement standards-based lessons that integrate laptops by working with one collaborating teacher to increase content-area skills in English/writing.

Activity 5

Planning Matrix

Planning Your Product

Use this storyboard to share your ideas about implementing peer coaching in your school. Refer to your draft Coaching Plan and the handouts from Sessions 1-5 to help you complete the sections.

What is the Coaching Cycle and how could you explain it to staff?	What are some major roles and responsibilities you will play as a coach?
How will you assist the teacher/s?	Who will be involved in coaching? Will you work primarily with one teacher or with a team of teachers (one-to-many coaching)? When will the coach meet with the collaborating teacher?
What is the focus of your coaching program (i.e., laptops and the writing process)?	How will teachers benefit from participating in this program?
Can other teachers get involved with coaching? If yes, how?	Other Notes

Activity 6

DERNSW Planning Worksheet

Directions: Use this sheet to discuss the role you will play to support teachers who join the peer coaching program.

Teacher/s:		Coach:
School's target/s:	Coaching Focus:	
Faculty/stage targets:		
Our norms for our meetings are:		
How do you currently integrate laptops/technology into this content area or project?		
What unit might we improve or refine? What are the outcomes that you want your students to achieve?		
Is there a particular problem or dilemma you had in the past with this unit that we might address? Who? What?		

When?

How?

Other issues discussed (Use probing questions to help the teacher think about the issues with the unit and determine a starting point for your collaboration):

Action items (staff development, visits, team teaching, resources needed):	Person responsible:	Approx. time:

Learning Activity Checklist

Meeting Mandatory Standards	Engaging Task
<p>The task helps students:</p> <ul style="list-style-type: none"> ▪ 	<p>Students:</p> <ul style="list-style-type: none"> ▪ Are involved in active learning (hands-on, building, making, moving, using “multiple intelligences,” etc.). ▪ Find the topic fascinating, fun, or passion-arousing. ▪ Are given choices (topic, approach, etc.). ▪ Are challenged (but not overwhelmed). ▪ Create a product/performance or gain competencies that have value to them outside of school. ▪ Know their product/performance will be appreciated, used by, or useful to others outside the classroom. ▪ Receive real-world feedback on the quality of their work from an audience or subject-matter expert. ▪ Bring their experience outside the classroom to bear on their work. ▪ Are accountable to one another.
Problem-Based Task	Technology Enhances Academic Achievement
<p>Students must exercise logical and creative thinking to:</p> <ul style="list-style-type: none"> ▪ Form a reasoned judgment. ▪ Solve a problem. ▪ Make a decision or choice. ▪ Plan a course of action. ▪ Persuade or convince someone. ▪ Defend a position. ▪ Explain a concept. ▪ Interpret a complex situation. ▪ Resolve a perplexing or puzzling situation. ▪ Troubleshoot and improve a system. ▪ Meet someone’s genuine need. ▪ Plan and stage an event. ▪ Apply a course concept in a real-world situation. ▪ Invent a problem-solving process. ▪ Work within constraints (for example, restrictions on size, budget, time, resources, etc.). 	<p>Technology is used to:</p> <ul style="list-style-type: none"> ▪ Give students access to quality information, primary documents, or points of view not available otherwise. ▪ Allow students to investigate a concept in ways infeasible otherwise (for example, human/animal anatomy). ▪ Differentiate learning for students with different needs. ▪ Help students understand abstract concepts. ▪ Enable students to participate in online scientific investigations. ▪ Help students with the problem-solving process (e.g., using graphic organizers). ▪ Foster student discovery of concept or construction of their own understanding of a concept. ▪ Share ideas and communicate with remote groups. ▪ Help students receive feedback on their work from a community outside the classroom. ▪ Enable students to participate in the democratic process.

Wows and Wonders Protocol

This protocol is designed to help coaches gain understanding about their work, to promote reflective practice and to learn from each other. The protocol can be used to examine student work or educator practice. Form groups of four to six participants and use the following protocol.

Roles

Presenter: Shares coaching work, answers questions and poses a question or problem for the group to provide feedback or analyze. (Use the example of your coaching work that you posted to the Discussion Board.)

Facilitator: Keeps the process moving, explains the steps of the protocol, asks questions, listens, takes notes and keeps time. Until groups become familiar with the process, the facilitator may need to help participants rephrase or withdraw inappropriate comments or questions.

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Protocol steps

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The facilitator provides an overview of the protocol and its purpose. Time is established for each step. The facilitator clarifies what to do if the group is not staying within the time limits for each step of the protocol or if inappropriate comments are made.

Step 2: Presentation

The presenter introduces the work. This includes an explanation to help colleagues understand the context and goal and includes anything else that is relevant. Then the presenter poses one or two questions they have about their coaching work. For example, *"I am struggling with my desire to work on lesson improvement while my collaborating teachers want help with software programs."* (5 minutes)

Step 3: Reflection

The group spends time in silent examination of the written work and the presentation. This is an opportunity for the participants to reflect and write notes or questions. (5 minutes)

Step 4: Clarifying Questions

Colleagues ask clarifying questions about the work. These questions help the reader understand what the work consists of and how it was accomplished. The presenter answers the questions factually. (Clarifying questions are usually factual questions that can easily be answered by the presenter.) (5 minutes)

Step 5: Wows

The presenter moves out of the discussion and silently takes notes during the Wows. Colleagues comment on the “wows” of the work. They state the understandings gained from looking at the work. They describe what the work demonstrates to them and what insights were gained. (5 minutes)

Step 6: Wonders

The presenter continues to silently take notes listening for new ideas and perspectives. Colleagues comment on the “wonders” of the work using probing questions whenever possible. For example, *“I wonder if you might have more time for coaching on lesson improvement if you held weekly technology sessions on how to use Microsoft Word tables or resizing a photo?”*

Colleagues also comment on other pertinent questions the work raises. They discuss how this influences their work as coaches and what could be done next time to deepen the quality of the interaction. The presenter is silent and takes notes. (5–10 minutes)

Step 7: Feedback

The presenter has time to reflect on what he/she learned. The presenter reflects on how he/she may use the comments provided and what prompted him/her to think differently about the work presented. The presenter should **not** use this time to defend their work or further their actions. (5–10 minutes)

Step 8: Debrief

Participants and presenter reflect on the protocol:

- What was helpful about the process?
- What was difficult?
- How could you use the protocol in other settings?

Adapted from Wows and Wonders, Examining Student Work, and used with the permission of Atlas Communities.

School-Based Professional Learning Standards

Research has shown that school transformation requires a strong professional learning community. A strong professional learning community is characterized by seven essential standards. This reflection exercise can help assess a school's implementation of these seven standards.

Directions:

1. Review and discuss the standards with your group.
2. View the **Hebersham** video and use this handout to check off the standards that have been put into practice at this school.
3. As directed by the facilitator, use the last column of the table to assess how your school implements the standards.

REFLECTIVE DIALOGUE	SEEN IN VIDEO	AT OUR SCHOOL Low High
Opportunities for professional discourse are frequent, consistent, and sustained over time.	<input type="checkbox"/> Y <input type="checkbox"/> N	0 1 2 3 4
Professional discourse is based on evidence of student learning and professional research.	<input type="checkbox"/> Y <input type="checkbox"/> N	0 1 2 3 4
Meetings regularly include discussions of teaching and learning.	<input type="checkbox"/> Y <input type="checkbox"/> N	0 1 2 3 4
Continuous improvement in teaching and learning is fostered through reflection on and discussion of school performance data.	<input type="checkbox"/> Y <input type="checkbox"/> N	0 1 2 3 4
DEPRIVATIZATION OF PRACTICE		
Professional learning includes teachers' investigations of their own and each other's practice.	<input type="checkbox"/> Y <input type="checkbox"/> N	0 1 2 3 4
Professional learning is based on a teacher's experience, is practical, and has direct application to a teacher's work.	<input type="checkbox"/> Y <input type="checkbox"/> N	0 1 2 3 4
Professional learning is grounded in participants' questions about their work.	<input type="checkbox"/> Y <input type="checkbox"/> N	0 1 2 3 4
The community and school as a whole openly share success and areas for growth.	<input type="checkbox"/> Y <input type="checkbox"/> N	0 1 2 3 4
COLLABORATION		
Mentoring is used for a variety of purposes and audiences.	<input type="checkbox"/> Y <input type="checkbox"/> N	0 1 2 3 4
Peer coaching skills and practices are included in the school's professional learning program.	<input type="checkbox"/> Y <input type="checkbox"/> N	0 1 2 3 4

Used with the permission of the author, Mike McMann.

Adapted from and used with the permission of Kruse, S., Louis, J. S., & Bryk, A. (1994, Spring). *Building professional community in schools. Issues in restructuring schools* (Issue Report 6). Madison, WI: University of Wisconsin, School of Education.

Activity 7

Planning to Improve Professional Learning

DERNSW Action Plan

What are two or three steps we might take to improve our school's professional learning efforts? What next steps can we plan for the DERNSW coaching initiative?

BEGIN DATE	ACTIVITY/TASK	ANTICIPATED RESULTS	LEADERSHIP RESPONSIBILITIES
	<ul style="list-style-type: none"> Strengthen Peer Coaching 		

Activity 8

Reflection and Analysis Protocol

This protocol can be used to analyse a success so that the lessons learned can be applied to future work. In schools, you can use the protocol to examine student work or teacher practice. Participants usually work in groups of three. If a group of four is needed, one person may not have time to present.

Roles

Each person in your group should take turns assuming one of these roles: Timekeeper, Facilitator or Presenter.

Presenter: Shares a success and answers questions.

Facilitator: Participates fully in the protocol. The facilitator also helps the group stay focused on how the practice described by the presenter is different from normal practice, keeps the process moving, explains the steps of the protocol, asks questions, listens and takes notes.

Timekeeper: Keeps time for the protocol and participates fully in the protocol.

Protocol Steps

Step 1: Describe a success (5–8 minutes)

Each group member writes a short description of a successful coaching collaboration that resulted in the improved lesson coaches brought with them today. Use the **Lesson Improvement Process Rubric** handout and the **Learning Activity Checklist**

Include:

- A description of the collaborative experience and resulting student work.
- The process used to collaborate and how it reflects the Lesson Improvement Process Rubric.
- How the collaboration contributed to the effectiveness of the improved activity.

Step 2: Presenter describes the success (5 minutes)

In triads, the first presenter describes their success and shares the improved lesson. The other participants take notes. The facilitator checks to make sure the presenter answered the question: How did the collaboration contribute to the effectiveness of the learning activity?

Step 3: Group asks clarifying questions (5 minutes)

The group asks clarifying questions to help them understand the success. Presenter answers the questions.

Step 4: Group reflects on the success: (5 minutes)

The group discusses what they heard the presenter describing and offers their insights to and analysis of the success using the *Lesson Improvement Process Rubric* handout as a reference. The presenter does not participate in this discussion, but does take notes.

Step 5: Presenter responds (3 minutes)

The presenter responds to the group's discussion of what made this collaborative experience so successful and how it might be applied to future work.

Step 6: Appreciation (1 minute)

The group takes time to appreciate the good work done by a peer coach and describes how this might impact all of their work.

Step 7–8: Repeat protocol for the each group member (19 minutes each)

Another group member assumes the role of presenter and repeats steps 2–6.

Step 9: Debrief protocol in small group (5 minutes)

Answer these questions:

- What contributed to the success of each collaborative experience?
- How could you repeat this success in the future?
- How might you use this protocol with other teachers or students in your building of a collaborative environment?
- What can you do to improve this process?

Adapted from the Success Analysis protocol and used with the permission of the National School Reform Faculty

Assessment and Certification

Important Note: This program is the Microsoft Peer Coach Program. People who complete will activities to a satisfactory level will receive an internationally recognized peer coaching credential.

Requirements

Each person will:

- Participate in all components of the program
- Complete the precourse readings
- Demonstrate professional conversation/coaching competencies
- Set up and use a journal to record their learning
- Develop a personal coaching toolkit
- Coach one peer through a lesson improvement process
- Submit/upload the assessment tasks as outlined by your facilitator

Facilitator: The facilitators will assess your work and give you timely feedback with suggestions if more evidence is required.

Assessment guides will be distributed: The facilitator will hand out information at the beginning of the program.

Additional information

Additional information covering all aspects of the program can be obtained by contacting the DERNOW team on 9561 1329 or by emailing us at Phillippa.Cleaves@det.nsw.edu.au . We are really happy to answer any questions that you may have.

End of Practicum Session



DERNSW

Peer Coach Training Resources

Essentials for Coaching

*Frequently used proforma and guides to support
Peer Coaching*

This booklet has been prepared by DERNSW. It is to be used by peer coaches implementing laptop pedagogy in NSW classrooms.

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The Coaching Cycle



Learning Activity Checklist

Standards-Based Task	Engaging Task
<p>The task helps students:</p> <ul style="list-style-type: none"> Gain/improve specific knowledge or skills in a content area (for example, district or state). Gain/improve 21st Century Skills (problem solving, communication, collaboration, information, and time and resource management). Practise the methods/processes of a discipline (for example, the scientific method). Understand how learning goals guide teaching and learning activities. Perceive how learning activities are aligned with assessments. Know the criteria and performance standards for teacher, peer, and self-evaluations of their products and performances. Demonstrate understanding and apply their knowledge and skill in a variety of ways. 	<p>Students:</p> <ul style="list-style-type: none"> Are involved in active learning (hands-on, building, making, moving, using "multiple intelligences," etc.). Find the topic fascinating, fun, or passion-arousing. Are given choices (topic, approach, etc.). Are challenged (but not overwhelmed). Create a product/performance or gain competencies that have value to them outside of school. Know their product/performance will be appreciated, used by, or useful to others outside the classroom. Receive real-world feedback on the quality of their work from an audience or subject-matter expert. Bring their experience outside the classroom to bear on their work. Are accountable to one another.
Problem-Based Task	Technology Enhances Academic Achievement
<p>Students must exercise logical and creative thinking to:</p> <ul style="list-style-type: none"> Form a reasoned judgment. Solve a problem. Make a decision or choice. Plan a course of action. Persuade or convince someone. Defend a position. Explain a concept. Interpret a complex situation. Resolve a perplexing or puzzling situation. Troubleshoot and improve a system. Meet someone's genuine need. Plan and stage an event. Apply a course concept in a real-world situation. Invent a problem-solving process. Work within constraints (for example, restrictions on size, budget, time, resources, etc.). 	<p>Technology is used to:</p> <ul style="list-style-type: none"> Give students access to quality information, primary documents, or points of view not available otherwise. Allow students to investigate a concept in ways infeasible otherwise (for example, human/animal anatomy). Differentiate learning for students with different needs. Help students understand abstract concepts. Enable students to participate in online scientific investigations. Help students with the problem-solving process (e.g., using graphic organizers). Foster students' discovery of concept or construction of their own understanding of a concept. Share ideas and communicate with remote groups. Help students receive feedback on their work from a community outside the classroom. Enable students to participate in the democratic process.

Reproduced with the permission of the author Eeva Reeder

Coaching Communication Cue Card

Active Listening

- Is focused on the speaker and supporting their learning
- Is blocking out all competing thoughts
- Is leaning forward and nodding

Paraphrasing

- Is restating what was stated
- Is used to check for understanding
- Clarifies what was heard by summarizing
- Indicates acceptance and encouragement
- Establishes a relationship between the speakers

How did you. . . What. . . ? How did . . . ? So...? So what you are wonderin is...? As you...? So your hunch is...? You're thinking...?

Clarifying Questions

- Lead to a clear picture or understanding of a topic or idea
- Are factual
- Are answered quickly
- Are used to gather information

How did you. . .? What. . . ? How did . . .

Probing Questions

- Are thought provoking
- Encourage deeper thinking
- Are often open-ended
- Are solution focused

What might the next step be? What did you learn from that? Are there other strategies that you could use to...?

Lesson Improvement Template

Teacher(s):	
Lesson Title:	
Grade/Stage Level(s):	
Content Area(s):	
Learning Context: <i>What is the context in which this lesson occurs in your curriculum?</i>	
Student Task <i>What real problem situation will students address? What useful product(s), event(s), or service(s) will students produce? What audience might benefit from the students' work?(Write to a student audience)</i>	

Assessment Plan & Resources

What **standards or learning outcomes** will be addressed in students' products and performances?

Outline your assessment plan here.

When and how will you provide feedback during the lesson? How will student progress be measured against the selected standards?

Include relevant elements of your assessment plan in the Student Directions.

Create and attach assessment tools or describe your feedback strategies here.

Lesson Procedure

What directions and resources do students need to complete the lesson? What directions must teachers follow? (These teacher directions may also be tips for other teachers who want to adapt your activity.) How will technology enhance learning for students or teachers?

Student Directions (write to a student audience)

Teacher Tips
(write to a teacher audience)

Technology To Be Used (What and How) (written to a teacher audience)

<Insert Student Directions>

<Insert Directions/Tips>

<Insert Technology>

Resources <i>What materials and other resources are needed for this lesson? List the curriculum, technology, and information resources the teacher and students will use to complete the lesson, including links to tutorials for software or process guides.</i>			
Curriculum	Technology	Information Sources	Other

Lesson Improvement Process Rubric

<i>While engaging in collaborative lesson improvement, to what degree have you:</i>	Consistently	Mostly	Somewhat
Improved lessons by including attributes from the Learning Activity Checklist? (L.A.C.)	The L.A.C. has been addressed during every step of the lesson improvement process. All four areas of the L.A.C. are well-addressed in the lesson.	The L.A.C. has been addressed during most steps of the lesson improvement process and/or one area of the L.A.C. is not well-addressed in the lesson.	The L.A.C. has been addressed during some steps of the lesson improvement process and/or two or more areas of the L.A.C. are not well-addressed in the lesson.
Used the lesson improvement process to guide lesson improvement?	The lesson improvement process and the guidelines have been thoroughly followed.	The lesson improvement process has been followed and guidelines have mostly been followed.	One or more aspects of the lesson improvement process have not been followed.
Practiced coaching by using communication skills?	The communication skills of active listening, paraphrasing, and asking clarifying and probing questions are all in regular use.	All the communication skills are used most of the time and/or one of the communication skills is in infrequent use while the others are all in regular use.	All the communication skills are used some of the time and/or two or more of the communication skills are in infrequent use while the others are all in regular use.
Practiced coaching by using conflict as a resource?	The skills of "sending," "receiving," "paying attention to self and others," and appropriate amounts of processing time are all in regular use.	One of the skills of "sending," "receiving," "paying attention to self and others," and /or appropriate processing time are not in regular use.	Two or more of the skills of "sending," "receiving," "paying attention to self and others," and/or appropriate processing time are not in regular use.
Practiced coaching by using norms for collaboration?	The collaboration norms not included in the previous two rows of this rubric are all in consistent use.	Only one of the collaboration norms not included in the previous two rows of this rubric is not in consistent use.	Two or more of the collaboration norms not included in the previous two rows of this rubric are not in consistent use, or one of the norms is used little or not at all.

Peer Coaching Plan

School	Date		
Name of Coach		E-mail address	
Role			
Name of Principal			
School's Educational Goals <p>Answering these two questions will help you define the focus for your coaching plan.</p> <p>What are the targets in your school plan?</p> <p>What are the targets for your class?</p> 			
Structure	Will the coaching be one on one or with a team of teachers? Will you be working with a team of teachers at the same stage or in the same KLA? Or will you work with a broader range of teachers?		
Name of Collaborating Teachers			
Coach Roles and Responsibilities Describe the major roles and responsibilities you will play as a coach in your school. 			
Resources What resources will support coaching (for example timetabled release/meeting times, professional learning)? 			

Communication: How will you communicate with the principal and staff about the coaching program?

Aligning Professional Development Strategies: How does coaching align with and support other professional learning strategies in your school? If you have other instructional coaches or mentors, how will Peer Coaching align with them?

Wows and Wonders Protocol

Examining Our Work

This protocol is designed to help coaches gain understanding about their work, to promote reflective practice and to learn from each other. The protocol can be used to examine student work or educator practice. Form groups of four to six participants and use the following protocol.

Roles

Presenter: Shares coaching work, answers questions and poses a question or problem for the group to provide feedback or analyze. (Use the example of your coaching work that you posted to the Discussion Board.)

Facilitator: Keeps the process moving, explains the steps of the protocol, asks questions, listens, takes notes and keeps time. Until groups become familiar with the process, the facilitator may need to help participants rephrase or withdraw inappropriate comments or questions.

Listeners: Listen, take notes, ask clarifying and probing questions and reflect on the protocol. The listeners try to give feedback to the presenter and try to help the presenter analyze the issue or question that was presented. It isn't essential that the listeners solve the problem posed by the presenter.

Protocol Steps

Step 1 Introduction

The facilitator provides an overview of the protocol and its purpose. Time is established for each step. The facilitator clarifies what to do if the group is not staying within the time limits for each step of the protocol or if inappropriate comments are made.

Step 2 Presentation

The presenter introduces the work. This includes an explanation to help colleagues understand the context and goal and includes anything else that is relevant. Then the presenter poses one or two questions they have about their coaching work. For example, *"I am struggling with my desire to work on lesson improvement while my collaborating teachers want help with software programs."* (5 minutes)

Step 3 Reflection

The group spends time in silent examination of the written work and the presentation. This is an opportunity for the participants to reflect and write notes or questions. (5 minutes)

Step 4 Clarifying Questions

Colleagues ask clarifying questions about the work. These questions help the reader understand what the work consists of and how it was accomplished. The presenter answers the questions factually. (Clarifying questions are usually factual questions that can easily be answered by the presenter.) (5 minutes)

Step 5 Wows

The presenter moves out of the discussion and silently takes notes during the Wows. Colleagues comment on the “wows” of the work. They state the understandings gained from looking at the work. They describe what the work demonstrates to them and what insights were gained. (5 minutes)

Step 6 Wonders

The presenter continues to silently take notes listening for new ideas and perspectives. Colleagues comment on the “wonders” of the work using probing questions whenever possible. For example, *“I wonder if you might have more time for coaching on lesson improvement if you held weekly technology sessions on how to use Microsoft Word tables or resizing a photo?”*

Colleagues also comment on other pertinent questions the work raises. They discuss how this influences their work as coaches and what could be done next time to deepen the quality of the interaction. The presenter is silent and takes notes. (5–10 minutes)

Step 7 Feedback

The presenter has time to reflect on what he/she learned. The presenter reflects on how he/she may use the comments provided and what prompted him/her to think differently about the work presented. The presenter should **not** use this time to defend their work or further their actions. (5–10 minutes)